



May 6, 2022 Email Blast

Office of Federal Programs - Division for Special Education



Excellence

Directors,

“This is the WHY!” A short message from Belinda Tiller, Program Specialist, with GaDOE during the Awards of Excellence held earlier this week. We know the “why” but sometimes forget or wonder if it is still there. I am here to say - the “why” is still alive!

As educators, I am sure you know what I mean by the “why”. What is our reason and purpose for serving as a teacher, administrator, or support specialist? If you have forgotten, you will not have to go far to be reminded. An amazing group of students were honored during the awards ceremony. Because our format was virtual, each student was surrounded by teachers, administrators, and family to celebrate this moment of honor. For those of you who missed it, you honestly missed a little bit of magic. Hearing the accomplishments of this outstanding group of young men and women would melt your heart. I was so proud that I could hardly contain myself. The students, family members and school community had an opportunity to share. It was truly a magical time. Eighteen scholars from all over our state were recognized for their outstanding achievements. Just take a moment to read from this sample of accomplishments.

- Participated in honor classes and dual enrollment at Georgia Northwest Technical College.

- Has taken many advanced placement (AP) and honors classes, a member of the National Honors Society, awarded Governor's Honors, ranked 95 out of 570 students in her school, and a member of the All State Chorus.
- Leads and uses these skills to bring out the best in his fellow athletes and thespians. Has acclaimed performances in presentation in the theatre program's productions of Chicago, Seussical, Little Women, Godspell and Mamma Mia.
- A top Pre-Calculus Scholar and has earned an associate degree while participating in Dual Enrollment at Georgia Military College. Other activities include being a member of the Sports Analytics Team, tennis coach, and facilitator in the Morehouse Tutorial Program while maintaining employment. Has a 3.8 GPA and will join the Air Force as an Intel Officer in the Fall 2022.
- Is a member of the golf team and serves as president of the Career Technical Instruction Club (CTI). During his high school career, he completed 3 pathways including Entrepreneurship, Human Resources, and Food, Nutrition, and Wellness.
- Has a 3.25 GPA and can proudly proclaim that she has never failed a class. She's a pathway completer in the area of Agriculture and is participating in HOPE Rigor courses including Chemistry and Essentials of Healthcare with the intent of qualifying for the HOPE Scholarship. After graduation, she will attend the University of North Georgia.
- Has managed to excel academically and exemplify the power of self-determination on student success. Demonstrated outstanding academic success and despite articulation difficulties has excelled in Spanish I and II. Is participating in a business pathway and in Dual Enrollment at the University of West Georgia. She is completing a work internship at a local nursery and volunteers in a preschool. Has been accepted to Jacksonville State University and wants to become a physical therapist.
- Has been a member of the East Top 100 for three years earning his academic letter and pins. Has been in Quest and advanced placement courses. He is a member of the National Society of High School Scholars and received a Certificate of Merit from the University of Georgia for outstanding academic achievement. He is an honorary member of the Chimney Park Board and was part of the planning to make the park ADA accessible. Received scholarships, grants and other monetary awards from Georgia State, Kennesaw State, University of Georgia, and Berry College. Plans to attend UGA with a career goal to become a sports journalist.
- With the support of his home and school family, he was able to change the trajectory of his life. His perseverance and hard work resulted in making up academic credits and improving his academic performance. He joined the wrestling team where he qualified for sectionals. He also participated in the school theatre group and performed in plays. His optimism has been inspirational to his peers when he speaks of his future. Looking forward to full-

time employment upon graduation.

- He has participated in coursework and extra-curricular activities focused on science, agriculture, and horticulture. After school and on the weekends, he volunteers to assist in the upkeep of the campus greenhouses. Participates in the 4-H program and has competed in multiple events receiving several certificates. He is the current co-president of the school's Future Farmers of America club and is a member of High School High Tech (HSHT). He will have the opportunity to participate in the HSHT computer competition and is expected to do well enough to earn scholarships and possibly a new laptop. Has participated in the Stock Market Game through his marketing class and placed 36th in the state competing as an individual against teams. After graduation, he plans to attend Augusta Technical College to major in horticulture.

- Has needed more intense specially designed instruction to meet his goal to attend college. To reach this goal, he has worked hard to excel in his coursework earning recognition on the A/B Honor Roll. His hard work in foreign language has resulted in his receiving the Language Cord for completing Spanish I, II, and III. He is a member of the football team as a kicker and plays on the soccer team for which he is a co-captain. His desire is to eventually attend a large university but will start his college career at the Columbus Technical College or South Georgia Technical College.

- Is a leader in school and community. Is a member of the high school football team, Fellowship of Christian Athletes, Beta Club, and 4-H. His community involvement includes being a member of his church, volunteering for the Farm Festival Parade and the local blood drive. Despite facing many challenges due to his disabilities, he has been able to harness his love for technology to build 21st century skills to accelerate his learning. Has received Microsoft Word and PowerPoint certifications. In addition to studying hard and being an active community member, he is currently working 2 part-time jobs. After graduation, he will attend Southeastern Technical College and enroll in the Commercial Driving Program.

- Participates in Dual Enrollment at Albany Technical College where he will receive an associate degree in Mechatronics. Maintains a 3.21 GPA at the high school and a 3.45 GPA at Albany Tech. Currently participating in an apprenticeship program at Coats and Clark and an internship at the Marine Corps Logistics Base which will result in gainful employment upon graduation. Likes to participate in fishing tournaments and has competed in Ju-Jitsu competitions. After graduation, he will continue his education at South Georgia Technical College to complete the Electrical Lineworker certificate.

- Has taken multiple honors and advance placement courses while working part-time to ensure that she is able to live as independently as possible. Will graduate with 6 more credits than is required. Within her 32 credits, she has completed pathways in Art Composition, Journalism and Graphic Design. She

is a member of the National Art Honor Society, where she serves as the Vice President and attended the All-State Art Symposium winning honorable mention in the Wiregrass Art Show. She is currently working as a graphic designer for a nationally recognized clothing brand. After graduation, she will attend Columbus State University to obtain a Bachelor of Fine Arts degree and work as a graphic designer.

- Hard work in school has resulted in a 3.5 GPA and acceptance to every college for which she has applied. She is a member of the Junior Reserve Officers' Training Corps (JROTC), the school band, and the Savannah Tech Aerospace Program. She uses her leadership abilities to lead drills at the squad and platoon level. This provides her with the opportunity to demonstrate good communication skills leading her 25 classmates. She has become a confident and highly motivated young lady intent on accomplishing anything she puts her mind toward.

- He has participated in Dual Enrollment at Georgia Military College throughout his junior and senior years. Agriculture plays a big role in his day-to-day activities. He participated in work-based learning while attending to the family farm. He's a member of Future Farmers of America and 4-H. He has traveled extensively participating in livestock shows and activities placing in the FFA State Hog Show in Spring 2021. Has a love for computer science and participates in High School High Tech. After graduation, he will go to college to continue his studies in computer science.

- Has participated in Dual Enrollment healthcare classes since 11th grade at Central Georgia Technical College where she is working on a Certified Nurse's Assistant certification. Through pathways, she has completed her ServSafe certification and is working on her Firefighter I certification. She opted out of Beta Club to pursue this certification. Will receive a cord for the National Honor Society, Dual Enrollment, Career, Technical, and Agricultural Education, and Health Occupations Students of America.



Remember your why. Keep on going.

If you have to ask “why” am I an educator, this list of outstanding accomplishments should make you remember “why”. As the students were so kind to acknowledge, they are appreciative of their family and school community. I am just beaming thinking of the successes of these students. I know each of you have contributed to similar stories of success. It is an honor to support students and their families. Clearly, it is a team effort. Thank you teachers and administrators for your commitment to each student. As we reach the end of Teacher Appreciation Week, I know “why”.

Our district highlight this week is McIntosh County School System. Learn more about their telehealth program providing health services through technology. Wow - what an innovative approach!

Our staff spotlight is shining on Dale Rose. If you have not had the pleasure to meet Dale, you are missing out. Dale goes over and above to support his school districts. His knowledge and skill is highly recognized as well as his customer service. I often receive messages from school districts praising his support. We are fortunate to have Dale on our team.

Please join us for the May Director's Webinar on Tuesday, May 10 at 1:00 p.m.

May Director's Webinar Link

We also want to wish a very happy Mother's Day to all the mothers out there!

Your commitment to serving students with disabilities should also be recognized with an Award of Excellence. We have extraordinary teachers and leaders working so hard each day. The "why" really does matter. You are making a difference!



Keeping Students First,
Wina



Latest news

Special Education Events & Due Dates

Please review our Georgia DOE SPED Calendar for upcoming events and the Due Dates Calendar for deadlines and key dates. **A new Due Dates Calendar for FY23, beginning July 1, 2022, is now posted.** The Due Dates Calendar contains many dates in July. Please review it.

Coming Up

May 10 at 1:00 PM – Special Education Directors' Webinar Meeting Link
May 11 at 10:00 AM – School-Based Administrators Impact on the Success of Students with Disabilities (FY22 School-Based Administrators PL

Series) Registration Link

May 11 at 2:00 PM – Instructional Delivery for Maximum Results for Students in Secondary Settings (FY22 SSIP Spring PL Series)

Registration Link

May 12 at 1:00 PM – Professional Learning Series for School

Psychologists (Disproportionality) Registration Link

May 18 at 2:00 PM – Things They Never Told You About Accessible Formats and Technology (FY22 SSIP Spring PL Series) Registration Link

Reminders

May 15 – Post-School Outcomes opens in SE Applications for data entry, due July 31, 2022.

Open through May 31, 2022 – Parent Survey is open in the Special Education Applications Dashboard for LEAs to review results, with hourly updates. Please share the **FY 22 Parent Survey link** in your LEA and encourage participation.

Open through June 15, 2022 – Student Record Data Collection available in the GaDOE Portal.

District Highlight: McIntosh County School System

Good Things Happening at McIntosh County School System (MCSS)

Did you know that McIntosh County School System has a comprehensive health center located in their elementary school?



McIntosh County School System logo

The Buccaneer Telehealth Program delivers health services using telecommunications and technology to virtually support patient care, health education and administrative activities. In addition, Telemedicine, which is a subset of Telehealth, focuses on clinical services, including clinician-to-clinician or clinician-to-patient. The program provides quick access to healthcare for individuals who don't have easy access to healthcare specialists. It cuts costs on travel, lost work, and class time.

GaDOE Spotlight: Dale R. Rose

Dale R. Rose has worked in the field of education for 17 years. His current role is Program Specialist in the GO-IEP Unit. In the past, he worked as an inclusion teacher, Building-level



*Dale R. Rose, Program Specialist,
GaDOE Special Education and
Student Supports*

Lead Special Education Teacher, and as a Special Education System Administrator.

The ongoing support that Dale provides to LEAs with GO-IEP and Data reporting such as Student Records, FTE, and Student Class, helps LEAs be more compliant and timely with data overall. This, in turn, aids in the process of focusing more on instruction that will ultimately increase student achievement.

Dale enjoys traveling to new places when not working, spending time with Kameron and Junior, and conducting research on educational topics.

Program Pointers: Placement

This occurs when one racial/ethnic subgroup has a demonstrated higher risk of receiving special education and related services in a particular environment when compared to students with disabilities from all other racial/ethnic subgroups.

There are two ways that an LEA can be significantly disproportionate for Placement for the 3-year category. The calculations for Significant Disproportionality are determined by: Students inside a regular class < 40% of the day and students in Separate Settings.



Arrows

The categories for analysis for Placement are placements of children with disabilities in grades K-12, inside a regular class < 40% of the day, IEP Placements of children with disabilities in grades K-12, inside separate schools, and residential facilities (Separate Settings), not including homebound or hospital settings, correctional facilities, or private schools for a student who is parentally placed.

Separate Settings includes environments such as:

- Public Separate School - more than 50% of the school day in public separate day-school facilities; FTE Environment Code 4
- Private Separate School - more than 50% of the school day in private separate day school facilities at public expense; FTE Environment Code 5
- Public Residential - more than 50% of school day in public residential facilities; FTE Environment Code 6
- Private Residential - more than 50% of school day in private residential facilities at public expense FTE Environment Code 7

The data that is used to determine Significant disproportionality in the area of PLACEMENT is the FTE1 Child Count-October.

Data Source - Placement

- FTE1 Count in October (Special Education Environment Code & Primary Area of Disability)
- FT020 - Special Ed. Environment Grades K-12 (previously ages 6-21)

The state rules used in compliance reviews for significant disproportionality in PLACEMENT is the Least Restrictive Environment (LRE). State Rule – Placement - Least Restrictive Environment

Additional Resources:

Disproportionality

Dispro 101 Presentation

One-Pager Disproportionality



Open House Opportunity: Pacer LIFE

Pacer LIFE is a two year post-secondary program offered by the University of South Carolina Aiken for students with intellectual disabilities. Its mission is to provide a program to support the development of independent living as well as employment skills for those students who qualify.

Students who are accepted into the program are not only able to complete course credit and internships, but are also fully integrated into the campus community.

For those interested in learning about this opportunity, open houses will be held and can be found on the **Pacer LIFE Open House flyer**. You can also review the **Pacer LIFE Brochure** or contact Dr. Melissa Martin, program director, at melissama@usca.edu or 803-641-3381.

2022-2023 Special Education Leadership Academy (SELDA) Registration



People watching a presenter

If you are a new Special Education Director for the 2022-2023 school year, please register for the Special Education Leadership Development Academy (SELDA). SELDA provides professional learning and mentorship for new (first and second year) Directors of Special Education in conjunction with the Georgia Council of Administrators of Special Education (GCASE). During the 2022-2023 school year, some sessions will be face-to-face. All face-to-face sessions will have a virtual option. The first session, on July 21-22, 2022, will be a face to face meeting at the Twin Towers, West (205 Jesse Hill Jr. Drive, Atlanta, Ga. 30334).

Use the link below to register to be a member of the 2022-2023 SELDA cohort. This link will also provide you with the dates, locations, and virtual registration links. Be sure to register if you plan to attend virtually. The registration links will also be posted on the **SELDA website**. If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us.

Registration link for the 2022-2023 new Special Education Director's Cohort



*Effective Personnel for All:
Attract, Prepare, Retain*

Georgia Teacher Provider Retention Program

Georgia Teacher Provider Retention Program is completing Cohort 1. We have trained over 450 new special education teachers from 94 LEAs on High Leverage Practices (HLPs) using our Georgia Learning Resources System (GLRS) trainers and LEA trainers. This training also included Mixed Reality Avatar Simulation practice with feedback and a coaching/mentoring component. The data speaks to the program's success. 95% of participants stated the training was of high quality, relevant, useful, and changed their practice to increase student achievement. Most participants have indicated they plan to return to their teaching positions in special education for the upcoming school year. We want your district to join us for Cohort 2. Contact your GLRS for more information and to register to participate in the 2022-2023 Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.

Comprehensive Coordinated Early Intervening Services (CCEIS) Technical Assistance Webinar



People watching a presentation

Each Local Education Agency (LEA) in Georgia receives an annual disproportionality determination. All LEAs that receive a Significant Disproportionality determination are required to implement Comprehensive Coordinated Early Intervening Services (CCEIS) by spending 15% of IDEA Part B funds. The services are designed to address an LEAs specific area of disproportionality and decrease disproportionate policies, practices, and/or procedures. GaDOE will host a webinar to discuss the overview of CCEIS, federal requirements, and the plan elements essential for submission. The webinar will occur on Wednesday, May 11 from 1:00 – 2:30 p.m.

What are Comprehensive Coordinated Early Intervening Services (CCEIS)? Registration Link

All LEAs that have a Significant Disproportionality determination are highly encouraged to attend.



Metro East GLRS logo

FY22 Summer Special Needs Directory for Families

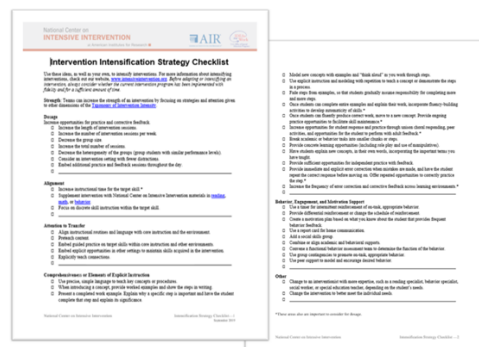
Metro East GLRS annually publishes its Summer Special Needs Directory listing summer camps and other summer events for students with disabilities. Please share this

directory with your families. It can also be found on the **Metro East GLRS website** under "Parent Resources."

2022 Special Needs Directory Activities, Recreation and Respite

MTSS Snapshot: Intensifying Interventions – Practices in Action

MTSS provides a framework of tiered supports, and evidence-based interventions are part of the support provided to students who demonstrate



a need. What does that look like in schools, and what tools are available to assist in determining how interventions are intensified? It includes Tier I instruction with whole-class differentiated core instruction layered with Tier II supports that include small group targeted instruction provided to approximately 15% of students. Tier II supports include evidence-based interventions combined with high leverage practices. However, if the progress monitoring data collected does not reveal appropriate academic growth, the data-based decision-making team would then examine ways to adjust or intensify the intervention.

Left to one's own devices, it may be challenging to know the "how and what" for intensifying interventions. The National Center for Intensive Intervention (NCII) has several tools posted on the [NCII website](#) that will assist in making such decisions. However, educators should first review how the intervention was implemented prior to making modifications because it is important to make sure it was implemented with fidelity. If not, the first step prior to intensifying the intervention would be to implement the intervention with fidelity for a sufficient amount of time. Once that is verified or done, instructors may use the ideas on the NCII *Intervention Intensification Strategy Checklist* to guide the work. Educators are also able to use some of their own ideas to intensify interventions if appropriate.

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.



May 13, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Resilience is a great trait to possess. Resilience means to recovery quickly due to adversities. It also means toughness. Under ordinary circumstances, resilience is necessary in most fields of work but especially important for educators. The pandemic has stretched and stressed everyone involved. It is my great hope that next school year will be closer to normal than we have seen in several years. There are lessons learned out of necessity from the pandemic that will continue to impact our work moving forward. I won't say we have all mastered the virtual meeting, yet our proficiency has really increased. Virtual options are here to stay whether it is a meeting or even instruction for students. Snow days are probably a thing of the past since transitioning to virtual allows instruction to continue and eliminates the need for make-up days. (Eliminating snow days is not a positive to me -unless it is June 15 and school is still in session.) On March 13, 2020 when the world came to an abrupt stop, I would have never imagined that we would have stayed away from the office without returning until August. The August return was to allow staff to collect equipment and other needed items to better prepare for continued work at home. The pandemic disruption continuing for more than two years was just not imaginable. When I left the office on the afternoon of March 12, 2020, I thought it might be a good idea to take my orchid home that I had on my desk. Orchids



Orchid

are my favorite! I have several orchids at home and usually one on my desk. The light at the Twin Towers was just perfect for orchids. After debating with myself for a few minutes, I decided to leave it as I was sure we would not be gone for more than a couple of weeks. The weeks turned into months. About the end of May, Linda Rawlins let me know that she had been to the office and watered my orchid. My first question was, "Is it still alive?" Linda assured me the orchid was a survivor. Fast forward to mid-August 2020 when I returned to my work area, the orchid was not looking good. I was cleaning out and thought the orchid needed to join other items being discarded. I literally placed it in the trash and then felt guilt. The little orchid was alive but very stressed. I decided to take it home and give it a chance. To my surprise, the orchid thrived. Soon, I began to see new growth on the bare stalks. Just a few months later, deep purple blooms started to appear. For those of you that don't know, orchids will bloom and usually take a few months off to rest before blooming again. The "pandemic" orchid that survived being alone without care for almost six months started blooming and has not stopped. The picture to the left is the orchid today. It is so loaded with blooms that I fear the stalk will break. I am not sure that I have ever heard that orchids are tough. Orchids are well known to be tricky plants to grow and bloom. I share this story to say, don't give up on others or yourself. We are much stronger than we think. Resilience makes all the difference!



Never ever give up.

I am happy to feature Candler County Schools in our highlight this week. The Metter College and Career Academy provides an opportunity for students to participate in a business model learning environment. Be sure to view the informational video to learn more about how individual graduation plans make the difference. Way to Go - Candler County Schools!

Our staff spotlight is shining brightly on Tonya Moore. Tonya ensures our contract process flows as designed. She also makes sure all the bills for our division are paid in a timely manner. Tonya moves very quietly while executing her duties so well. I am grateful to Tonya for the essential support that she provides.

It is often said that children are resilient. In general terms, I certainly agree. Children do bounce back quickly. Just make sure we don't underestimate the potential in

everyone. Just as my orchid survived being left alone without care for months, it would have been easy to discard because I knew the odds were not good and there certainly were no beautiful blooms at that point. Remember resilience or toughness can make all the difference but you may be the decision maker in whether there is a chance for not only survival but to bloom again.



Resilience

Thank you for all that you do each day. I admire your determination and resilience. You are the toughest group I know!

Keeping Students First,
Wina



Latest news

Special Education Events & Due Dates

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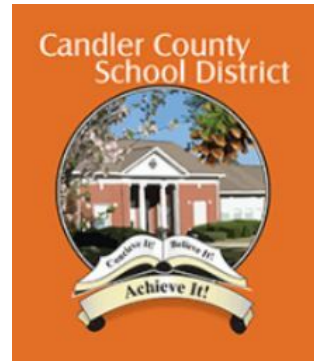
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District Highlight: Candler County School District

Southeast GLRS would like to spotlight the Candler County School System for their efforts in obtaining funding and the development of the Metter College and Career Academy (MCCA).

MCCA offers high school students in Metter, Georgia the opportunity to participate in a “business model” learning environment as well as graduate high school with a fully accredited high school diploma. Please watch their short informational video to learn more.



Candler County School District logo

MC&CA Individual Graduation Plan



Tonya Moore, Administrative Assistant, GaDOE Special Education and Student Supports

GaDOE Spotlight: Tonya Moore

Tonya Moore has worked in the field of education for 22 years and is currently an Administrative Assistant in the Division for Special Education Services and Supports.

Tonya is involved with the initiation of contract requisitions as well as manages and maintains contract files. She is also the procurement buyer for contract purchase orders and processes invoices.

Tonya is a mother of three amazing adults and grandmother to two handsome and energetic boys. She has a love for nature and in her spare time, enjoys traveling, reading, hiking and spending time with family and friends.

Program Pointers: Discipline & Disproportionality

Disproportionality in discipline occurs when one racial/ethnic subgroup has demonstrated a higher risk in the total number of disciplinary removals and/or specific disciplinary removal (ISS, OSS) when



Arrows

compared to students with disabilities from all other racial/ethnic subgroups.

SWD Ages 3 – 21, Total Disciplinary Removals:

ISS, OSS, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer

SWD Ages 3 – 21, ISS and OSS, ≤ 10 days, > 10 days

Four Discrete Calculations

ISS ≤ 10 days

ISS > 10 days

Disciplining students is a challenge for all schools around the state. It is a constant balancing act between providing consequences and teaching students appropriate replacement behaviors. For schools to address problem behaviors successfully, a best practice is to place an increased emphasis on proactive approaches rather than reactive behavior management. When a greater emphasis is placed on proactive approaches and the use of positive behavior supports, then many minor behavior infractions that lead to a child being removed could be prevented.

Proactive approaches to discipline for all children include the following:

- Expectations of more socially acceptable behaviors that are directly taught
- Skills that are regularly practiced in the school environment by staff and children
- Frequent positive reinforcement when desired behaviors are being displayed

For students that have increased behavior difficulties, a behavioral intervention plan (BIP) may need to be developed. A BIP is a written plan for a child with disabilities, included in the individualized education program (IEP) when appropriate, which uses positive behavior intervention, supports, and other strategies to address challenging behaviors. The BIP also enables the child to learn socially appropriate and responsible behaviors in school and/or educational settings. A BIP is beneficial for students whose behavior(s) interferes with their learning or the learning of others. For more information on best practices related to the development of BIPs, see next week's Pointers!

See below for additional resources related to discipline and disproportionality:

Resources:

Georgia Special Education Rule: Discipline

Implementation Manual: Discipline

Disproportionality Q & A

IDEA Part B Regulations-Significant Disproportionality



People watching a presenter

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*Effective Personnel for All:
Attract, Prepare, Retain*

Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.



Person filling out a survey

School Administrator Academy Planning Survey

We have just finished our Cohort 1 Special Education and the School- Based Administrator Academy with 140 administrators strong. We want to encourage you to share the survey link with your school

administrators and encourage them to attend. This is a planning survey, so we make sure we meet their needs. We had great response and participation and hope to make it even stronger for Cohort 2. Anyone will be able to register and participate in the sessions but they are directed toward building leaders and special education.

FY23 School Administrator's Academy Planning Survey

FY22 Summer Special Needs Directory for Families

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Metro East GLRS logo

2022 Special Needs Directory Activities, Recreation and Respite



Budget and graphs

Important Budget Announcement: Georgia High-Cost Fund Grant and Georgia Residential & Reintegration Services Grant

The Georgia High-Cost Fund Grant and Georgia Residential & Reintegration Services Grants will be submitted to the State Board of Education for approval on May 12. These allocations will be uploaded into the Consolidated Application within two weeks of approval. Don't hesitate to contact your budget liaison if you have any additional questions.

FY22 High Cost Grant Allocations

FY22 Georgia Residential & Reintegration Services Grant Allocations

GO MTSS/SST Application

Georgia's Online MTSS/SST Application is being provided by the Georgia Department of Education at no additional cost to districts.



People working at their computers

To date, 71 LEAs have access to GO MTSS/SST. Twelve additional districts will gain access to their GO MTSS/SST for the 2022-23 school year.

GO MTSS was designed to support Georgia's MTSS framework, and is aligned with Georgia's Online IEP (GO-IEP) application. It allows districts and schools to create and maintain a record of students' response to interventions and supports.

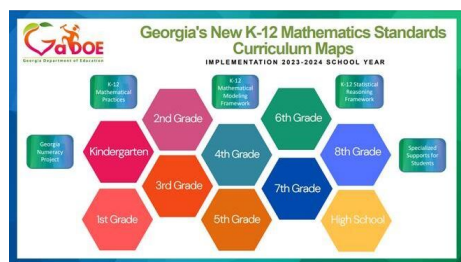
If your team is interested in learning more about GO MTSS/SST, please register for an Overview and a Q/A session:

June 1, 2022 (10:00 a.m. - 11:00 a.m.) Registration Link

June 8, 2022 (10:00 a.m. - 11:00 a.m.) Registration Link

Interested districts can still apply.

If you have questions, please contact rpinkney@doe.k12.ga.us or ksuddeth@doe.k12.ga.us.



Georgia's New K-12 Mathematics Standards

New Mathematics Curriculum Maps - Fall 2023

The Georgia Department of Education is excited to announce the release of **new curriculum maps** aligned to Georgia's K-12 Mathematics Standards. The

mathematics curriculum maps provide an overview of the interactive unit topics, suggested pacing, instructional supports, specialized student supports, and clustering of interconnected concepts. These documents, as well as other resources to support the implementation of Georgia's K-12 Mathematics Standards, adopted in August 2021, can be found on the [GaDOE Mathematics webpage](#).

As outlined in the new standards implementation plan, during next school year, 2022-2023 SY, there will be a full year of professional learning on the new standards for teachers, teacher leaders, administrators, counselors, parents, and community stakeholders. The implementation of the newly adopted standards in the classroom with students is scheduled to occur in Fall 2023.

MTSS Snapshot: Effective Tier I – Practices in Action

MTSS integrates data, instruction, and intervention within a schoolwide, multi-level prevention system to maximize student achievement and reduce behavior problems. When implementing a multi-tiered system of supports (MTSS), many immediately bring into mind the pyramid image which is made up of three tiers. The foundation of this framework is Tier I, where 100% of students in Georgia receive their daily core instruction based on the Georgia Standards of Excellence (GSE) and a valid and reliable curriculum. Tier I is considered the most important level of support because it provides the foundation for successful learning in school. According to Dr. Tessie Rose Bailey, principal technical advisor for the American Institutes for Research, “The greatest threat to MTSS implementation and school success is poor quality Tier I.” Furthermore, “districts and schools cannot buy or intervene their way out of poor-quality Tier I instruction,” according to Dr. Bailey. She suggests four big questions to ask to ensure educators are considering the best support implementation efforts.



People in a group giving high fives

- What do we want for our children, educators, and schools?
- What is our current reality and who are the players?
- What do our children, educators, and schools need to be successful?
- How can we maximize our resources to support students, teachers, and schools?

To ensure Tier I instruction is provided with success and maximum impact for learners, there are specific elements that should occur within Tier I. Included in

Tier I instruction is the use of the following:

- Research-Based Curriculum Materials/Resources
- Effective Planning and Teaming
- Evidence-Based Practices (EBPs)
- High Leverage Practices (HLPs)
- Differentiated Instruction

Source: American Institutes for Research (AIR); Dr. Tessie Rose Bailey

Evidence suggests that when EBPs and HLPs are coupled, there is a rapid rate of improvement for students. The work that occurs in Tier I is undergirded with assessment and data analysis. Screening and continuous monitoring of progress (formative assessments)/(summative assessments) are some of the assessment practices used with Tier I instruction.

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.

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May 20, 2022 Email Blast

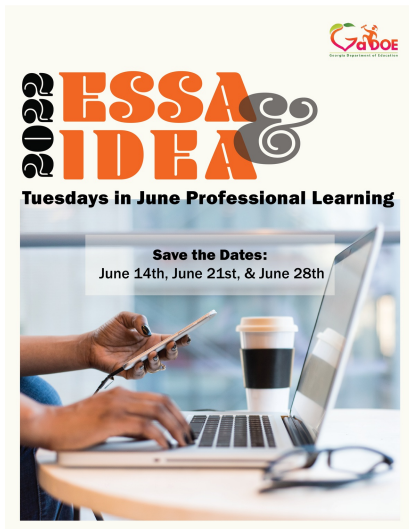
Office of Federal Programs - Division for Special Education

Directors,

Graduation from high school is a significant milestone for students as well as their parents. The journey may have been long and winding, but reaching the goal of receiving a diploma is all that really matters. Graduation is an exciting time but can be tumultuous. Parents certainly have anxiety about their child leaving home for college or a career, but students also feel like their security of knowing what is next may suddenly be gone. We should all celebrate the big moments in life but also be mindful of the additional support that may be required. In the district where I served as a district administrator, we were expected to participate in the high school graduation ceremony. Having a front row seat on the field provided a unique perspective as the graduates passed by on their way to the stage. The students were lined up so close to our seats that we could easily quietly interact. Each ceremony felt like a lifetime of memories passing by. Some students had a smooth road, while others had great struggles and barriers to make it to this big day. Especially in the later years of my tenure, I was honored to see students that may have started with us as early as three years old reach their graduation day. Graduation is the time to honor the students, but all educators should feel a sense of purpose and accomplishment too. Enjoy the moments of success and happiness. Rest easy in knowing you made a difference!



Class of 2022, Congratulations!



2022 ESSA & IDEA Tuesdays in June Professional Learning

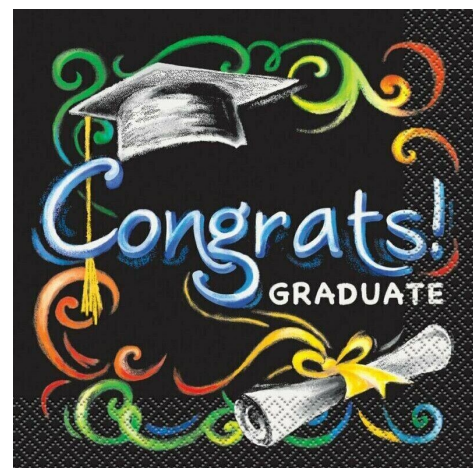
Please help us spread the word to families of private and homeschool students with disabilities regarding the Governor's Emergency Relief Funds. Contact Belinda Tiller with questions at btiller@doe.k12.ga.us.

Our district highlight is Whitfield County Schools' new Compass Transition Academy. Learn more about this innovative initiative to support young adults with intellectual disabilities to find gainful local employment. I hope you will allow me to come for a visit when you open this fall. So proud of this work!

Our staff spotlight is shining brightly on Alicia Mercer. Alicia is the consummate professional. We are so fortunate to have her expertise to support not only school psychologists but also the important work associated with disproportionality. I am very excited about the professional learning and school psychologists' consortiums planned for next school year. Be sure to read the full article as you may share the same passion for Taco Tuesday!

Please save the dates for the Summer Learning Series scheduled for the afternoons of June 14, 21 and 28. A robust agenda is planned with more than 10 IDEA sessions offered. More to be released soon.

During the last graduation week before I retired from a local district, I had a student appear at my office which was located next door to the high school. The student had been with us since he was three years old. He was supposed to be on the field at graduation practice but had quietly walked away. When I asked why he was not on the field at practice, he told me he was not graduating. Well, he was really graduating but felt so anxious about leaving the security of school that he just decided he would not participate. Luckily, he finally agreed to walk with me back to graduation practice. I kept my fingers crossed



Congrats Graduate!

on Friday night that he would cross the stage. I am happy to report that he did graduate, but this serves as such a great reminder to give every student the support they need even if you need to walk with them back to practice.

Your job is tough, but your reward is great. Thank you for your dedication and commitment to always give what is needed for each student. Enjoy graduation and celebrate a job well done!

Keeping Students First,
Wina



Latest news

Special Education Events & Due Dates

Please review our [Georgia DOE SPED Calendar](#) for upcoming events and the [Due Dates Calendar](#) for deadlines and key dates. **A new Due Dates Calendar for FY23, beginning July 1, 2022, is now posted.** The Due Dates Calendar contains many dates in July.

Please review it.

Coming Up

June 14, 21, and 28 – ESSA and IDEA Tuesdays in June Professional Learning workshops are being scheduled for the afternoons of these dates. Details and registration information will be shared very soon!

Reminders

Open through May 31, 2022 – Parent Survey is open in the Special Education Applications Dashboard for LEAs to review results, with hourly updates. Please share the [FY 22 Parent Survey link](#) in your LEA and encourage participation.
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- July 31** – Timelines for 2021-2022 are due.

District Highlight: Whitfield County School District

Compass Transition Academy seeks to put those with intellectual disabilities on path to independence

Whitfield County Schools is launching the Compass Transition Academy this fall with the goal of helping young adults with intellectual disabilities find gainful local employment.

Whitfield County Schools will provide a lead teacher and job coach, while contracting with Cross Plains Community Partner for an employment specialist, and Georgia Vocational Rehabilitation for pre-employment transitional resources. Allison Oxford, transition specialist for Whitfield County Schools, will oversee the Compass Transition Academy, and a board will collaborate with the community to expand opportunities.

Read more about this exciting initiative in Whitfield County at the [Dalton Daily Citizen](#).



Whitfield County School District logo



Alicia Mercer, Education Program Specialist and School Psychologist, GaDOE Special Education and Student Supports

GaDOE Spotlight: Alicia Mercer

Alicia Mercer currently serves as an Education Program Specialist and School Psychologist. She supports districts as a district liaison, co-leads the work with disproportionality, hosts statewide School Psychologist webinars, and co-leads the work with Support Personnel in the state. Alicia served as a School Psychologist in metro Atlanta school districts before working at GaDOE and contracted with Pearson for assessment standardization.

While at GaDOE, Alicia has helped co-lead work for disproportionality, co-developed professional learning for School Psychologists, technical assistance for Support Personnel, hosted discipline specific stakeholder meetings and communities of practice, co-developed guidance during school closures, and served on several statewide committees (Dyslexia, EL, etc.). Most recently, she

has developed a statewide School Psychologist consortium that is projected to begin in the 2022-2023 school year, as well as a disproportionality module designed to reach all Georgia educators.

Alicia enjoys Taco Tuesday, photography, as well as visiting beaches and beautiful places around the world.

Program Pointers: Behavior Intervention Plan

Behavior Intervention Plan (BIP)

A BIP is a written plan for a child with disabilities, included in the individualized education program (IEP) when appropriate, which uses positive behavior intervention, supports, and other strategies to address challenging behaviors. The BIP also enables the child to learn socially appropriate and responsible behaviors in school and/or educational settings. A BIP is beneficial for students whose behavior(s) interferes with their learning or the learning of others.

Below are a few best practice tips to keep in mind when developing a BIP for a student that has had a series of removals or that is demonstrating challenging behaviors or impacting others' ability to learn:

Best Practices: Keys to Success When Developing a BIP

1. A Functional Behavior Assessment (FBA) is not required when completing a BIP, but it provides valuable information about the behavior, and it allows the plan to focus on the reason for the behavior rather than the behavior itself.
2. A BIP (when appropriate) should not be a separate document from the IEP. This means that it should be cohesive, flow from present levels, and reference IEP goals/objectives to meet the needs of the student.
3. When developing a BIP, remember to get input from the student. This allows the student ownership of their behavior.
4. Individualized Positive Behavior Supports should include prevention interventions and replacement behaviors.
5. The antecedent modification and intervention(s) must be function specific.
6. Replacement behaviors are used to teach new skills or desired behavior(s) that serve the same function as the targeted behavior(s).

Monitoring disciplinary removals of students with disabilities is a vital component of general supervision and is also a proactive practice to help in identifying students who are displaying a pattern of behavior that could be



Arrows

classified as a change of placement. Keeping discipline logs of removals, both ISS and OSS, is a terrific way to track removal days for SWDs and can lead to conversation to determine the next course of action. Implementing a procedure in which an IEP Team meeting is called for the committee to discuss and determine if the student needs any additional support or if a BIP needs to be developed or changed is another proactive strategy that could lead to decreased removals.

Resources:

Tips for an Effective BIP

Intervention Central

Georgia Positive Behavior Supports

Implementation Manual-Discipline



Person filling out an application

Governor Kemp, GaDOE: Applications Now Open for Families of Children with Special Needs in Private or Home School Programs

May 18, 2022 – Governor Brian P. Kemp and the Georgia Department of Education have opened reimbursement applications for families of children with special needs to now include private school and home school programs through July 31, 2022.

“In my State of the State Address in 2021, I announced that Georgia would set aside \$10 million in Governor's Emergency Education Relief funds to offset costs that parents of students with special needs faced due to COVID-19. By now including private and home school programs, we have the ability to serve even more families,” said Governor Kemp. “I am proud of the partnership between my office, State School Superintendent Richard Woods, the Georgia Department of Education, and state leaders for working to improve the lives of Georgia’s most vulnerable students. These reimbursements will help families overcome financial challenges faced during school years that were disrupted by the pandemic.”

The Governor’s Office, the Governor's Office of Planning and Budget, and the Georgia Department of Education have worked in recent months to determine the best way to help those most severely impacted in a population that attended private schools or were homeschooled during the pandemic. Expenses that have been identified as eligible for reimbursement are those that are necessary to meet the challenges these students face regarding educational achievement,

personal development, and emotional wellbeing. The **application** is available through July 31, 2022.

Great Opportunities!

Position: GLRS Program Specialist

GaDOE is hiring for a new GLRS Program Specialist. The position would entail but is not limited to:

- * Providing leadership, professional learning, technical assistance, and support to the Georgia Learning Resources System (GLRS) and local school systems for the identification, instructional services, and accommodations required under IDEA and ESEA for with disabilities.
- * Supporting the work to increase the functional and academic achievement of students with disabilities (SWD).



People shaking hands

For more information on the position and how to apply, please see the **GLRS Program Specialist Vacancy Announcement**.

Position: GLRS Director – Pioneer RESA

Pioneer RESA is hiring for a new GLRS Director for FY23. The position would entail but is not limited to:

- * Providing administrative supervision and oversight for GLRS program operations and personnel.
- * Providing support to the Special Education Directors on the Pioneer RESA Advisory Board.
- * Collaborating with State Department of Education, Division for Exceptional Students, and RESA personnel to ensure student-based learning outcomes are achieved.

For more information on the position and how to apply, please see the **GLRS Director Vacancy Announcement**.



People watching a presenter

2022-2023 Special Education Leadership Academy (SELDA) Registration

If you are a new Special Education Director for the 2022-2023 school year, please register for the Special Education Leadership Development Academy

(SELDA). SELDA provides professional learning and mentorship for new (first and second year) Directors of Special Education in conjunction with the Georgia Council of Administrators of Special Education (G-CASE). During the 2022-2023 school year, some sessions will be face-to-face. All face-to-face sessions will have a virtual option. The first session, on July 21-22, 2022, will be a face to face meeting at the Twin Towers, West (205 Jesse Hill Jr. Drive, Atlanta, Ga. 30334).

Use the link below to register to be a member of the 2022-2023 SELDA cohort. This link will also provide you with the dates, locations, and virtual registration links. Be sure to register if you plan to attend virtually. The registration links will also be posted on the **SELDA website**. If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us.

Registration link for the 2022-2023 new Special Education Directors Cohort

Georgia Teacher Provider Retention Program



*Effective Personnel for All:
Attract, Prepare, Retain*

Georgia Teacher Provider Retention Program is completing Cohort 1. We have trained over 450 new special education teachers from 94 LEAs on High Leverage Practices (HLPs) using our Georgia Learning Resources System (GLRS) trainers and LEA trainers. This training also included Mixed Reality Avatar Simulation practice with feedback and a coaching/mentoring component. The data speaks to the program's success. 95% of participants stated the training was of high quality, relevant, useful, and changed their practice to increase student achievement. Most participants have indicated they plan to return to their teaching positions in special education for the upcoming school year. We want your district to join us for Cohort 2. Contact your GLRS for more information and to register to participate in the 2022-2023 Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.

GaDOE Dyslexia Video Series



Video reels

We are excited to introduce the **GaDOE Dyslexia Video Series**! This four-part video series begins with an overview of the definition and characteristics of dyslexia, followed by an explanation of the relationship between reading development and dyslexia. Next, common questions about dyslexia and services offered under the Individuals with Disabilities Education Act (IDEA) are answered. The series ends with a description of what a structured literacy approach to reading instruction means, and what this looks like for students with dyslexia. The videos are designed to be viewed sequentially. For any questions, please contact Franeka Colley at franeka.colley@doe.k12.ga.us or Jennifer Lindstrom at jenniferlindstrom@doe.k12.ga.us.

MTSS Snapshot: Effective Tier I – Practices in Action

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May 27, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Memorial Day weekend typically signifies the start of summer. For most educators, it means the school year is over and the busy summer preparing for the fall begins. Of course, we all know the true significance behind this holiday is to honor those who gave their lives for the freedom we enjoy.



Memorial Day: Remember and Honor

Memorial Day was first observed during the 1800s and was originally called Decoration Day. Decoration Day involved decorating the graves of the fallen soldiers to pay respect and honor their sacrifices. Over time, Decoration Day came to be known as Memorial Day. The National Moment Remembrance Act sets aside 3 p.m. local time on Memorial Day as a moment to pause. Major League Baseball often marks the day to include holding moments of silence before games and pausing at 3 p.m. to observe and remember. There is also proper flag etiquette for Memorial Day with the flag flown at half-staff until noon and raised briskly to the top until sunset to honor the nation's heroes. We owe a great debt to these men and women who gave their lives serving our country. Take time to pause and remember those who gave so much.

Our district highlight is Newton County.



Field of USA flags

Learn more about A Night to Remember.
So proud of your commitment!

Our staff spotlight is shining on Scott Dorsey. Scott brings a wealth of experience to his position. He sincerely wants to provide quality support and service. Scott and I shared a cubicle wall for more than a year. You can count on

Scott to provide updates on football as well as other current events. He is also kind and helpful to everyone. We are fortunate to have his expertise.

Many families will travel this weekend. Others will enjoy a cookout and time to relax, but remember Memorial Day means so much more. Take time to pause and reflect.

Our hearts are broken along with the families, students and colleagues in Texas. The unimaginable has occurred. Apparently, this classroom was co-taught by a team with five years of partnership in serving their students. Sending prayers and love to all.

Keeping Students First,
Wina

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Latest news

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July 31 – Post-School Outcomes (for FY 20-21 Exiters) are due.

July 31 – Timelines for 2021-2022 are due.



Newton County Schools logo

District Highlight: Newton County Schools

On May 6, Newton County Schools hosted A Night to Remember, a dance for high school self-contained students or adults with disabilities. They received many sponsors and offered a boutique that individuals could come to in order to choose dresses, dress wear, jewelry, shoes, makeup, etc.

Students along with their buddies enjoyed limo rides around Covington Square before making their grand entrances at the main event. Supportive cheers welcomed them as they walked the red carpet into the event, where they had a fantastic time eating and dancing the night away!

Read more about this amazing event hosted in Newton County at the [**NCSS Special Education Facebook page**](#).

GaDOE Spotlight: Scott Dorsey

Scott Dorsey has been working in the field of education for 22 years. He is currently an IDEA Budgets and Grants Specialist working with various LEAs across Georgia. He has held

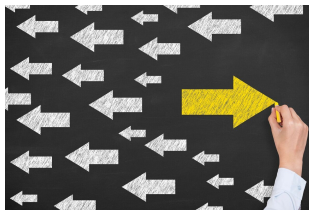
numerous positions throughout his career that include teacher, administrator, Special Education Director and Special Programs Director.

Scott works on a variety of projects including creating learning modules, updating the Division of Special Education Services - Budget and Grants website, conducting professional development webinars and collaborating colleagues to keep all IDEA Budget and Grants guidance current.

As a people-person, Scott loves meeting and working with new people. He enjoys learning about their lives and their backgrounds. He has a wonderful family of four that includes a daughter and a son. Scott enjoys playing golf, taking vacation trips to Florida and spending time with family & friends.



Scott Dorsey, IDEA Budgets and Grants Specialist, GaDOE Special Education and Student Supports



Arrows

Program Pointers: Specially Designed Instruction

What is Specially Designed Instruction?

Specially Designed Instruction is adapting as appropriate, the content, methodology or delivery of instruction (i) to address the unique needs of a child that result from the child's disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the same educational standards within the jurisdiction of the public agency that apply to all children. Individuals with Disabilities Education Act (IDEA), C.F.R 34§300.39. The goal of SDI is to enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR §300.320(a)(2)(i) and to provide free appropriate public education (FAPE) for students with disabilities in the least restrictive environment (34 CFR §300.17).

Adapting the Content: Refers to the knowledge and skills being taught to the student with a disability, which are different from what is being taught to general education students.

Adapting the Methodology: Refers to utilizing different instructional strategies and approaches to teach content to a student with a disability, which may not be utilized with general education students.

Adapting the Delivery of Instruction: Refers to the way instruction is delivered to a student with a disability, which is different from how it is delivered to general education students.

What is the foundation of planning SDI?

The IEP is the primary artifact for SDI. The Present Levels of Academic Achievement and Functional Performance documents the student's deficits and supports needed which helps inform the team in identifying the strategies and techniques for adaptation of content, methodology, and/or delivery of instruction. Other areas of the IEP that should contain documentation for SDI include the following: Services, Supplementary Aids and Services, Assistive Technology, Supports for Personnel and Accommodations. Special education teachers implement practices in these areas and integrate SDI when using assessment to design instruction and then evaluate.

Who provides SDI and how can SDI be monitored?

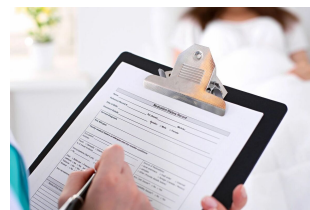
Special education teachers and general education teachers with support from special education teachers can work together to align and integrate the specially designed instruction for each student. School-based team members, such as related service providers, can also provide specially designed instruction during the service provided or through the form of Co-Teaching (CT) or Special Education Teacher. An intervention specialist with deep content knowledge and expertise implementing evidence-based interventions is also qualified to provide SDI. A paraprofessional is allowed to provide SDI only when a certified special education teacher designs the SDI and the paraprofessional is under the supervision of the certified special education teacher. SDI can be monitored through progress monitoring, analysis of data (IEP goals, formative and/or summative assessments, growth towards grade-level standards), and feedback from the IEP team.

Resources:

For additional information and resources, please visit [GaDOE's Specially Designed Instruction webpage.aspx](#).

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May 18, 2022 – Governor Brian P. Kemp and the



Person filling out an application

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Person writing on a paper

Important: Student Record Errors

As we are preparing for sign off for Student Record on June 15, 2022, Data and GO-IEP would like to offer some tips for resolving special education errors.

E5823- The EVENT '08' [Reevaluation] EVENT DATE must be the same as the '09' [Special Education Exit, No Longer Eligible] EVENT DATE.

The error means that a student with a disability was reevaluated and found ineligible. The Reevaluation Eligibility Meeting EVENT '08', and the EVENT '09' Special Education Exit date should be the **same** date.

Check the following in both SR and the student's special education file:

- Was there a Reevaluation Eligibility EVENT '08' in which the student was determined ineligible?
- If so, what was the date? Report the same date for the EVENT '09' Special

Education Exit, No Longer Eligible.

- Was an EVENT '09' reported in error (perhaps in FTE)? If so, delete that event using the ADD/EDIT/DELETE screen in SR.

E5821- The current year '05' (Initial IEP Meeting) EVENT DATE must be on or after the '04' (Initial Eligibility Determination) EVENT DATE.

The error means that you must have the Initial IEP Meeting '05' after or on the same date as the Initial Eligibility Determination '04'. The Initial IEP Meeting should not be before the Initial Eligibility Determination.

Check the following in both SR and the student's special education file:

- Were the events reported in error? If so, correct the date(s).
- Was the nonsequential error due to the acceptance of out of state paperwork? If so, and your dates are correct, request relief of the error. Possible verbiage for the comment is provided below.

Normally, event 5 should be after event 4 ----- but often when transfer paperwork is accepted those events may be out of sequence because the most recent eligibility is treated as the initial GA eligibility and the most recent IEP is treated as the initial GA IEP. For this student, the most recent reevaluation eligibility from the prior state happened after the most recent AR from a prior state.

E5820- An EVENT '06' (Initiation of IEP Services/Transition Service) event was reported before a '05' (Initial IEP Meeting) event. The '06' EVENT DATE must be on or after the '05' EVENT DATE. Check the student's Special Ed event history for events out of sequence (a '05' event comes before a '06').

The error means you must have an Initial IEP Meeting '05' before an '06' Initiation of Services.

Check the following in both SR and the student's special education file:

- Has the student's eligibility and IEP been completed, and dates reported in the Student Information System (SIS)?
- If the student is eligible with an IEP developed, and services started, has the primary area been added in your SIS?
- Check your rejected records in SR, are there events that need to be recovered?

Please contact Linda Castellanos lcastellanos@doe.k12.ga.us, Dawn Kemp dkemp@doe.k12.ga.us, Phoebe Atkins patkins@doe.k12.ga.us, Emily

Dishman edishman@doe.k12.ga.us, Julie Youngblood jyoungblood@doe.k12.ga.us, or Dale Rose drose@doe.k12.ga.us if you have any questions.

GVRA Provider Forum

GVRA is happy to announce that our next Provider Information Forum will be on Wednesday June 1, 2022, from 10:00 a.m. to 1:00 p.m. at Roosevelt Warm Springs. This will be our first in-person forum, and we are excited to share updates from across the agency. We are also extending the invitation to Special Education Directors and/or their representatives to attend as well. There will be time to meet providers and GVRA staff that serve your area and begin conversations around service delivery in the 2022-2023 school year.



GEORGIA VOCATIONAL
REHABILITATION AGENCY

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Rehabilitation Agency logo*

To RSVP, please email providermanagement@gvs.ga.gov.



Reports and graphs

Reminder about Timelines Reporting

As you are collecting your data to report Timelines for Indicator 11, Initial Evaluations, this summer, please track and include all Parental Consents for Initial Evaluation received by your LEA between July 1, 2021 and June 30, 2022. The July 1 to June 30 timeframe for collection is the same as last year (July 1, 2020 through June 30, 2021). The reporting date is different this year, July 31, 2022, instead of a September deadline. In addition, there will not be a second collection for Timelines this year in November. The additional November collection was designed to capture the completion of evaluations for consents that were received from July 1, 2020 and June 30, 2021 but were not yet completed by the September 30, 2021 submission. Since there is no follow-up collection for the July 31, 2022 submission, the consents that are not yet completed and are not yet due will be removed from your calculations in the Timelines report. However, you will need to maintain a list of these not yet completed evaluations that you can continue to track locally. Generally, these consents received would be those with a due date that is impacted by the summer pause. The completion of Indicator 11 consents not yet completed and not yet due will be reported in the Timelines Reporting collection for the following year, July 2023.

Similarly, for Indicator 12, Babies Can't Wait (BCW) transitions, please track and include all young children that your LEA received notification for transition from BCW whose third birthday falls between July 1, 2021 and June 30, 2022. The July 1 to June 30 timeframe for the collection is the same as last year. Last year's collection reported all BCW notifications for children whose third birthday was between July 1, 2020 and June 30, 2021. The reporting date is different this year, July 31, 2022, instead of a September deadline. Babies Can't Wait transitions must be reported in the year in which the child has their third birthday. As the reporting year ends on June 30, 2022, the transition status for these students will be reported on July 31, 2022 (a month after the timeframe ends). There are no other changes to the calculations or procedures for Indicator 12 from last year's collection.

There will be an upcoming session on Timelines reporting during the ESSA and IDEA Tuesdays in June Professional Learning Sessions on June 21, 2022, save the date. If you have specific questions or would like more information, please contact Linda Castellanos, lcastellanos@doe.k12.ga.us, Phoebe Atkins, patkins@doe.k12.ga.us, Dawn Kemp, dkemp@doe.k12.ga.us, or Laurie Ponsell, lponsell@doe.k12.ga.us.

2022-2023 Special Education Leadership Academy (SELDA) Registration



People watching a presenter

If you are a new Special Education Director for the 2022-2023 school year, please register for the Special Education Leadership Development Academy (SELDA). SELDA provides professional learning and mentorship for new (first and second year) Directors of Special Education in conjunction with the Georgia Council of Administrators of Special Education (G-CASE). During the 2022-2023 school year, some sessions will be face-to-face. All face-to-face sessions will have a virtual option. The first session, on July 21-22, 2022, will be a face-to-face meeting at the Twin Towers, West (205 Jesse Hill Jr. Drive, Atlanta, Ga. 30334).

Use the link below to register to be a member of the 2022-2023 SELDA cohort. This link will also provide you with the dates, locations, and virtual registration links. Be sure to register if you plan to attend virtually. The registration links will also be posted on the **SELDA website**. If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us.

Registration link for the 2022-2023 new Special Education Directors Cohort



*Effective Personnel for All:
Attract, Prepare, Retain*

Georgia Teacher Provider Retention Program

Georgia Teacher Provider Retention Program is completing Cohort 1. We have trained over 450 new special education teachers from 94 LEAs on High Leverage Practices (HLPs) using our Georgia Learning Resources System (GLRS) trainers and LEA trainers. This training also included Mixed Reality Avatar Simulation practice with feedback and a coaching/mentoring component. The data speaks to the program's success. 95% of participants stated the training was of high quality, relevant, useful, and changed their practice to increase student achievement. Most participants have indicated they plan to return to their teaching positions in special education for the upcoming school year. We want your district to join us for Cohort 2. Contact your GLRS for more information and to register to participate in the 2022-2023 Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.

MTSS Snapshot: Effective Tier I – Practices in Action

MTSS integrates data, instruction, and intervention within a schoolwide, multi-level prevention system to maximize student achievement and reduce behavior problems. When implementing a multi-tiered system of supports (MTSS), many immediately bring into mind the pyramid image which is made up of three tiers. The foundation of this framework is Tier I, where 100% of students in Georgia receive their daily core instruction based on the Georgia Standards of Excellence (GSE) and a valid and reliable curriculum. Tier I is considered the most important level of support because it provides the foundation for successful learning in school. According to Dr. Tessie Rose Bailey, principal technical advisor for the American Institutes for Research, "The greatest threat to MTSS implementation and school success is poor quality Tier I." Furthermore, "districts and schools cannot buy or



People in a group giving high fives

intervene their way out of poor-quality Tier I instruction,” according to Dr. Bailey. She suggests four big questions to ask to ensure educators are considering the best support implementation efforts.

- What do we want for our children, educators, and schools?
- What is our current reality and who are the players?
- What do our children, educators, and schools need to be successful?
- How can we maximize our resources to support students, teachers, and schools?

To ensure Tier I instruction is provided with success and maximum impact for learners, there are specific elements that should occur within Tier I. Included in Tier I instruction is the use of the following:

- Research-Based Curriculum Materials/Resources
- Effective Planning and Teaming
- Evidence-Based Practices (EBPs)
- High Leverage Practices (HLPs)
- Differentiated Instruction

Source: American Institutes for Research (AIR); Dr. Tessie Rose Bailey

Evidence suggests that when EBPs and HLPs are coupled, there is a rapid rate of improvement for students. The work that occurs in Tier I is undergirded with assessment and data analysis. Screening and continuous monitoring of progress (formative assessments)/(summative assessments) are some of the assessment practices used with Tier I instruction.

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.

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